DOCUMENT RESUME

ED 041 241 AC 008 295

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TITLE	Pre-Testing a Publication for Low Income Homemakers.
INSTITUTION	North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Agricultural Information.
PUB DATE	May 70
NOTE	51p.; Report No. 10
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.65
DESCRIPTORS	Attitudes, Bibliographies, *Bulletins, Disadvantaged Groups, Evaluation, *Homemaking Education, *Housewives, *Instructional Materials, *Low Income Groups, Negroes, Questionnaires, Research, Rural Extension, Sociology
IDENTIFIERS	North Carolina

ABSTRACT

Conducted in Winston-Salem, North Carolina, this study investigated whether low income Negro homemakers would be more receptive to an information bulletin that reflects their way of life than to a bulletin that did not. Subjects (16 in the first phase and 29 in the second phase of the bulletin pretest) marked the booklet ("Moving to the City") with plus or minus marks to indicate like or dislike for various parts of the content. Publications were then collected and scored, and returned to the original markers so that reasons for responses could be determined. The original publications were revised accordingly, after which copies of both versions were presented randomly to respondents. Seven of the original units had been revised, thus improving the authenticity and acceptability of the bulletin. (The document includes a brief literature review, the questionnaire, the revised booklet, instructions to respondents, three tables, and 17 references.) (LY)

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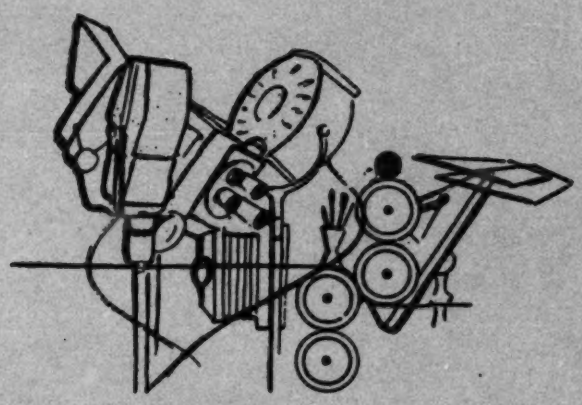
Pre-testing a Publication for Low Income Homemakers



REPORT NO. 10

MAY 1970

DEPARTMENT OF AGRICULTURAL INFORMATION
NORTH CAROLINA STATE UNIVERSITY

AD008295

ED041241

Pre-testing A Publication For Low Income Homemakers

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Report No. 10

Department of Agricultural Information

N. C. State University at Raleigh

May, 1970

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Acknowledgements

The research reported here was carried out as a masters thesis by the author in the School of Journalism at the University of North Carolina at Chapel Hill. The author gratefully acknowledges the assistance of Dr. Maxwell McCombs, who served as advisor and graduate committee chairman. Appreciation is also expressed to the North Carolina Agricultural Extension Service for support and assistance in preparing material and conducting the study.

Introduction and Review of Literature

Purposes of the Study

Helping relieve problems of poor people has become a national concern during recent years. Communicators cannot be immune to this concern. They are writers, selectors and senders of information to mass audiences, from which the poor are not excluded.

But the poor are more than poor. Low education is often used as a locator to identify the poor. Alienation and anomie repeatedly have been found associated with lower social and economic status. These appear to be the key sociological and psychological factors by which the poor can be characterized.

Little mass communications research has been aimed at understanding more about the poor--particularly the poor homemaker--as an audience for mass communication. And, generally, the medium of focus for mass communications research has been radio, television, newspapers, or magazines. Little research has centered on another form of mass communication--a short bulletin of the type published by the North Carolina Agricultural Extension Service.

The purposes of this study were:

1. To determine whether such a short bulletin could be improved through pre-test with the assistance of the intended audience--low income homemakers.

2. To determine whether the pre-test procedure is feasible with low income homemakers.

Definition of Terms

Four terms need to be defined in order to gain an initial understanding of the problem under study. These terms are: the poor, who they are; anomie and alienation and the prevalence of these characteristics among the poor; and the mass media, especially their use among the poor. Following is an explanation of these terms as they relate to this study.

The Poor: Chilman defines the poor as those families with less than $3,000 in money income in 1959. In 1962, about 60 per cent of heads of poor families had an 8th grade education or less.

Further, the poor are characterized by particular feelings and motivations. Writes Chilman:

> With generally less ego strength (lower self-esteem) the very poor individual is apt to have greater need than his middleclass counterpart for security-giving psychological defenses. But defenses such as sublimation, rationalization, identification with the larger community and its leaders, compensation, idealization, and substitution of generally accepted gratification are not so readily available to him in his impoverished, constricted environment and with his own lack of economic and intellectual resources. (Chilman, 1966, p. 32)

But the poor also share feelings of the non-poor. The poor "essentially...seek and value the same things as other Americans." (Irelan and Beaner, 1966, pp. 6-7) The poor place value on occupational and educational achievement.

> It has been found that up to 65 per cent of parents will say they want a college education for their children. Probably the most basic value held by the poor is that of security. Even more than 'getting ahead,' they value 'getting by,' avoiding the worsening of an already unstable situation. They are unwilling to take risks, and seek security rather than advancement--also a frequent pattern in economically better-off segments of the population. They value stable marriages, perhaps even more highly than do middle-class Americans. (Irelan and Beaner, 1966, pp. 6-7)

Irelan and Beaner also summarize studies on life themes peculiar to lower class behavior, categorizing these life themes into four distinctive types--fatalish, orientation to the present, authoritarianism and concreteness.

Alienation and Anomie: The second and third terms to be defined are anomie and alienation.

Anomie has three different but related meanings. These are:

> a) personal disorganization of the sort that results in a disoriented or lawless individual with little reference to the rigidity of the social structure or the character of its norms; b) social situations in which the norms themselves are in conflict and the individual runs into trouble in his efforts to conform to contradictory requirements; c) a social situation that, in the limiting case, contains no norms and one that is, in consequence, the contrary of 'society' as 'anarchy' is the contrary of 'government.' (Gould and Kolb, 1964, p. 29)

Alienation, as most generally used in social science, denotes an estrangement or separation between parts of the whole or the personality and significant aspects of the world of experience. (Gould and Kolb, 1964, p. 29)

In a 1957 study, Bell found anomie inversely related to economic status and also related to social isolation. (Bell, 1957, pp. 105-116) He hypothesized that the economic character of a neighborhood population as a unit may play an important part in sorting out persons having different degrees of anomie. That is, Bell hypothesized that the degree of anomie which an individual may possess can be determined by looking at that person's income. The lower the income, the greater the feeling of anomie. And the greater the feeling of anomie, the greater the feeling of social isolation.

Middleton, in 1963, isolated six types of alienation: powerlessness, meaninglessness, normlessness, cultural estrangement, social estrangement and estrangement from work. Following is a listing of these six types of alienation and the attitude statements associated with each.

> Powerlessness. 'There is not much that I can do about most of the important problems that we face today.'

> Meaninglessness. 'Things have become so complicated in the world today that I really don't understand just what is going on.'
>
> Normlessness. 'In order to get ahead in the world today, you are almost forced to do some things which are not right.'
>
> Cultural estrangement. 'I am not much interested in TV programs, movies or magazines that most people seem to like.'
>
> Social estrangement. 'I often feel lonely.'
>
> Estrangement from work. 'I don't really enjoy most of the work that I do, but I feel that I must do it in order to have other things that I need and want.' (Middleton, 1963, pp. 973-974)

Middleton found all these variants of alienation highly correlated with each other. He also found that the percentage of Negroes who feel alienated is far higher than the percentage of whites for every type of alienation except cultural estrangement. Among Negroes, those who have 12 or more years of education are in every instance less likely to feel alienated than those with less education, though the differences are statistically significant only for social estrangement and estrangement from work. Middleton suggests that the Negro's greater sense of powerlessness is responsible for the fact that education is not a more significant factor in relieving Negroes of the sense that they "really don't understand just what is going on." Middleton concludes by stating that "by far the most striking finding is the pervasiveness of alienation among the Negro population." (Middleton, 1963, p. 977)

Media Use: The fourth term to be defined is the media. Katz and Foulkes quote Klapper who found that a number of studies support the hypothesis that alienation or deprivation does indeed appear to lead to increased exposure to the mass media. (Katz and Foulkes, 1962, pp. 377-388) Katz and Foulkes cite data showing women who worry more or who report themselves as more anxious than others are more frequent consumers of confessional magazine fiction or of radio soap operas. They quote Schramm, et al, who found that disparities between a child's own aspirations for himself and the perceived aspirations of his parents are related to high use of "fantasy-oriented" media and low use of "reality-oriented" media.

The greater the degree of parent-child conflict, the higher the consumption of television, radio, and movies and the lower the use of magazines and books. Katz and Foulkes also quote Johnstone who found that sociometric status and feeling of attraction to the peer group are highly predictive of mass media behavior. Katz and Foulkes suggest that it is difficult to infer uses or effects of mass media from content. Rather, they suggest, consideration should be given to the social context of media exposure. The question, they say, is whether the exposures feed back to one's real-life concerns, personal or social. They suggest that psychological processes may work so that radio and television programs bolster the real-life ego rather than overwhelm it.

There may also be latent or unanticipated consequences of exposure. A given pattern of exposure can contribute functionally at one level and dysfunctionally at another. The same usage may have different consequences for different individuals. They conclude by stating their objection to the assumption, usually implicit and unwarranted, that "escapist" drives or "escapist" content or "escapist" patterns of involvement with media are invariably dysfunctional for the individual and society.

McLeod, et al, studied the relationship between alienation and uses of mass media. They hypothesized that the alienated person should spend more time using the mass media in order to compensate for a lack of satisfaction with more personal communication; and that within a given medium, the alienated person should select content that agrees with his image of a hostile and unpredictable world. (McLeod, Ward, and Tancill, 1965-66, pp. 583-594) That is, they hypothesized that the alienated person should attend to content like news of accidents and violence that fulfills his hostile world image and provides excitement, and should like media fare that permits identification with glamorous and nonthreatening personages.

The only significant correlation found indicates that the more alienated are less apt than other respondents to read books. The two largest positive correlations between alienation and media time are with radio and television, while negative correlations are shown with magazines and books. Alienation is associated with a lower interest in "non-sensational" headlines.

But the hypothesis of a positive association of alienation and interest in "sensational" headlines was not supported. Alienated respondents tended to show lower interest than others.

The more alienated the respondent, the less likely he was to think informational reasons applied to him and the more likely was his acceptance of vicarious reasons as gratifications connected with newspaper reading. The more educated, the more likely he was to claim informational reasons applied. Giving information reasons is rather definitely related to time spent with newspapers and magazines and to reading books. The tendency is for "vicarious" users to spend more time with electronic media.

Little evidence was found that alienated adults spend more time with mass media, generally. McLeod, et al, found that education showed the customary positive correlation with print media time and negative associations with electronic media. They found one media pattern common to all respondents. This was that even the least alienated spent more time with television than with print media. Also, all respondents showed more interest in sensational headlines than in less sensational content. Information reasons were predominant for almost all respondents, while more than half the sample denied that each of the vicarious reasons suggested by the researchers applied to them.

In 1966, Garson reported on a comparative analysis of differences between Negro and white adolescents in their uses of mass media as an agency of socialization. (Garson, 1966, pp. 40-50) The average age of his subjects was 15.2 years. He suggested that the media function as agencies of socialization (a) by reinforcing existing values and attitudes and (b) by serving as a source of norms and values which offer solutions to personal problems.

He found more Negro than white youth used the media for each of the two socialization behaviors. Of the total sample, 35.2 per cent used the media frequently to reinforce. Of the Negroes, 39.4 per cent were high in media reinforcement behavior compared to 29.8 per cent of the white respondents.

Of all respondents, 42.4 per cent reported often using mass media in acquiring norms, values, and ideas. Of all the Negroes, 47.1 per cent were high in media norm-acquiring compared to 36.4 per cent of white adolescents. Of all 623 respondents, 60.4 per cent used media as an agency of socialization in cross-sex behavior (the particular behavior studied). Of the Negroes, 66.0 per cent were media socializees compared to 53.3 per cent of the white respondents. Garson suggests that "race" does not itself explain differential behavior. Racial status is often an indicator of other factors. He suggests that these other factors are what are important to a discussion of causal factors. The data suggest that many Negro adolescents are using the media to learn how to behave like whites, that is, to behave in a socially acceptable way.

Central Concepts

From these studies some inferences can be made about concepts central to the problem under study. These concepts concern the nature of a message, receptivity to a message, and the life-view of the recipient of the message.

From Irelan and Besner it can be inferred that poor homemakers want to know the same kinds of information as non-poor homemakers. Home economics programs of the Agricultural Extension Service, public schools, and utility companies and other businesses testify to the interest in home economics information among North Carolina homemakers. Presumedly, poor homemakers who are not now receiving this home economics information would value receiving it.

Gerson's data suggest that Negro adolescents are using the media to learn how to behave like whites; that is how to behave in a socially acceptable way. We infer from this that Negro adults, too, would like to behave in a socially acceptable way. Because the subject matter of home economics (such as clothing construction, housing and furnishings, nutrition, management, family relations) can help people better their own situations and at the same time help people become more socially acceptable, we infer that this is a kind of information poor homemakers would like to receive.

The second and third concepts--receptivity to message and the life-view of the recipient of the message--are closely related. From Chilman, Irelan and Besner, Bell and Middleton we infer that low income Negro homemakers would tend to show the same kind of alienation as shown by others in the low income Negro population. Middleton points out that alienation consists of five highly correlated components: powerlessness, meaninglessness, normlessness, social estrangement, and estrangement from work. The lifeview then, of the low income Negro homemakers would be a reflection of all these feelings.

From the McLeod study we make two inferences. First, that the more alienated the respondents the less likely they are to consider information reasons for attending to a mass media message as applicable to them and the more likely they are to accept vicarious reasons as gratifications for attending to a mass media message. Second, since information reasons were predominant for all respondents, however, the inference is made that low income Negro homemakers will attend to a message of an information-giving nature.

From the studies cited, then, this hypothesis is derived: Low income Negro homemakers will be receptive to a factual information-giving mass media message if they can identify with it, that is if it reflects their view of life. Specifically, it is hypothesized that Negro low income homemakers will be more receptive to a bulletin that reflects their view of life than to one that is not written in a manner to reflect their life-view.

Methodology and Procedures

To test the hypothesis, an adaptation of the Content Response Code developed by Bush and Carter in 1954 was used. In this procedure, subjects mark a publication with plus or minus marks to indicate when they like or dislike various parts of the content. After subjects have done the marking, the publications are collected and scored. Scoring of the marked publications results in two lists. One list indicates the number of people making one or more plus marks by each

content unit. The other list indicates the number of people making one or more minus marks by each content unit. Content units are determined by the investigator prior to the experiment. A content unit deals with only one idea and units are approximately the same word length.

After scoring is completed--and within a short time after the original marking--publications are returned to the original markers. Various content units also are projected for all respondents to see. This reinstatement of the content units is for the purpose of determining why subjects responded to the units in the way they did. In the Bush-Carter studies, a paper and pencil answer sheet system was used by the subjects to record their responses.

In addition to this marking procedure, subjects are asked to respond to an attitude questionnaire. The questionnaire is completed after the marking procedure and before the content units are reinstated.

After these sessions, the publication is revised in line with results of the sessions. Then in a final session, copies of the original and revised publications are distributed at random to a new group of respondents. These respondents repeat the original marking procedure and also complete the attitude questionnaire. This completes the content pre-testing procedure.

For this study, the publication was Moving to the City, a bulletin of the North Carolina Agricultural Extension Service, 12 pages, 8½ x 11, printed in blue ink on white stock. (The revised edition in shown in Appendix A.)

Subjects were low income Negro homemakers serviced by the Kimberly Park Neighborhood Service Center of the Experiment in Self-Reliance (ESR) in Winston-Salem, North Carolina. These subjects were selected because of interest expressed by the Extension home economics district agent, because of their availability for the study, and because of their suitability for the study. Sixteen homemakers took part in the first phase of the pre-testing. Twenty-nine different homemakers took part in the second phase.

Both phases of the procedure were administered by homemaker aides, also Negroes. The aides are sub-professionals employed by the ESR who have regular day-to-day contact with homemakers serviced by the Center. It was felt that bias would have resulted had the researcher administered the testing procedure. Scoring of the publications was done by the researcher and an assistant.

Both phases of the procedure were carried out as part of workshop sessions, which the homemakers had been accustomed to attending. Homemakers were unaware they would be participating in the experiments when they came to the workshops. Prior to carrying out the pre-testing procedure with the homemakers, the aides completed the procedure themselves.

The pre-testing procedures were similar to those done by Bush and Carter.

The first manuscript for Moving to the City was written by Extension family relations specialists at North Carolina State University at Raleigh. This was then edited to decrease the number of ideas presented, total number of sentences, and sentence and word length. This manuscript was then reviewed by the specialists with an eye to word connotations which would be familiar to this audience, based on their experience in working with low income families. Then Extension editors, specialists, and artists discussed illustrations, again keeping in mind what would be familiar to the audience as based on the professionals' experience in working with that audience. Throughout the writing and the illustrating of the booklet, the attempt was to reflect the life-view of the low income homemaker insofar as was possible without actually consulting the homemaker.

The attitude questionnaire was based on the Bush-Carter questionnaire, but simplified in much the same manner as the booklet was simplified. Total number of questions asked was decreased and wording was simplified. Simplification included making a five-point semantic-differential scale rather than the usual seven-point scale. The questionnaire was first simplified by the researcher in conference with Extension specialists who had previous experience working with low income audiences. A pretest of the questionnaire with the

homemaker aides who later administered the questionnaire resulted in more easy-to-read questions and affirmed that the rating scales and the questionnaire would be understandable to the homemakers. (See Appendixes B and C for instructions and Appendix D for questionnaire.)

In our case, at the time content units were reinstated during the first phase, a tape recorder was used to record a group discussion of why marks were made as they were. Despite limitations of group discussion, a paper and pencil answer sheet system as used by Bush and Carter did not seem as feasible for this group as did a group discussion. In our case, 10 of the 25 units in the bulletin were selected for reinstatement.

The procedure was carried out in November and December, 1967.

Preliminary analysis of the data consisted of evaluating respondents' markings on the original publication the first test day to determine which content units to re-instate. Then, the tape of the discussion during reinstatement of content units was evaluated by the researcher and Extension specialists to determine what revisions were necessary so that the approach (point of view) of the publication and words used in the revised publication were those of the respondents as expressed in the discussion. Finally, results of the markings and attitude questionnaire from phases one and two were compared.

Results

Results fall into two categories. One category had to do with results of the booklet marking and the other had to do with results of the questionnaire.

The Booklet

Based on the initial markings the first day (Table I), 10 content units were re-instated: content units number 2, 3, 5, 8, 10, 11, 18, 19, 20, and 23. Four of these, units

2, 5, 11, and 18, were selected because of the high number of plus marks. Fourteen respondents made one or more plus marks by each of these units. We wanted to know why these units were so well liked. The remaining six units were selected because the greatest number of respondents had made one or more minus marks by these units.

The greatest number of negative marks given any of these units was 7. The remaining units received either 4 or 5 negative marks. In addition, 10 units were feasible for the time available. Also, scores broke in such a way that 10 units were an appropriate balance between units with highly positive reactions and units with negative reactions. We needed some positive units reinstated to offset the negative units in which we were really interested. Since 14 respondents had marked four units positively, we had to use at least four positive units. The next highest number of positive marks was 13, given to three units.

Knowing the time limitations, it did not seem wise to reinstate seven positive units. As for the negative units selected, six units received 4 or more negative responses. The next highest number of negative responses was 3, given to three units. Limitations of time prevented us from reinstating these three units. It also should be pointed out that, in general, these last three units received a more positive rating overall than did the six negative units actually selected for reinstatement.

Six of the 10 units (the negatively rated ones) were revised. These were units 3, 8, 10, 19, 20, and 23. Also revised was unit 9 which had not been reinstated. However, the discussion by the homemakers of unit 8 brought out some word patterns which seemed to the researcher to be more familiar to the homemakers than those used in unit 9. Also, their words were more specific and made the message more clear. Therefore, unit 9 also was revised.

These are the seven original units and the revised versions.

> Unit 3--But big cities are crowded. Streets are full of people. So are stores and busses. No one will notice you.

Table 1.

Unit Number	Class 1[a] Total Plusses	Class 1[a] % Positive	Class 2[b] Total Plusses	Class 2[b] % Positive	Class 3[c] Total Plusses	Class 3[c] % Positive
1	10	77	9	100	9	90
2	14	88	9	75	8	80
3	9	56	10	63	8	73
4	11	79	11	61	10	83
5	14	100	14	93	11	92
6	13	93	13	81	10	91
7	10	100	11	79	9	90
8	9	64	8	67	8	89
9	13	100	16	94	10	91
10	10	72	9	53	11	67
11	14	93	7	44	8	62
12	12	92	1	11	5	42
13	11	79	9	47	8	57
14	10	100	9	100	8	89
15	9	90	9	90	8	89
16	12	100	12	100	10	100
17	11	100	13	100	11	82
18	14	100	15	100	11	92
19	13	72	14	88	13	93
20	3	43	5	56	4	80
21	11	100	5	56	5	100
22	7	88	9	90	5	100
23	5	56	4	40	2	40
24	7	100	8	100	1	50
25	5	100	6	100	3	100

[a]Class 1 refers to respondents who read original booklet on the first test day.

[b]Class 2 refers to respondents who read original booklet on the second test day.

[c]Class 3 refers to homemakers who read the revised booklet on the second test day.

Unit 3 revised--But, big cities are crowded. Streets are full of people. So are stores and busses. People may not notice you.

The homemakers felt the original statement was too negative. The statement was softened somewhat by the revision.

Unit 8--Jobs are hard to find. Many people can't find jobs in the city. Sometimes there are not enough jobs to go around.

Unit 8 revised--Jobs are hard to find. Sometimes there are not enough jobs to go around. People may think you are not qualified for a job you want.

The homemakers felt that the main problem wasn't findind work but being rejected for a job for which they felt they were qualified. "Color," "dress," "too fat," were reasons cited for being turned down for a job. "They don't want nobody old to take care of their children. They want youth, youth. You have to know how to read to them, talk to them (children)," one woman said.

Unit 9--For a good job you need a trade. These jobs pay more.

Unit 9 revised--For a good job you need training. These jobs pay more. A high school diploma helps you get a better job.

The word "training" was used by the homemakers in their discussion of unit 8. The homemakers also used the words "high school diploma." To the researcher, these words seemed more to the point than the original words. Since the homemakers themselves used these words, it was felt they understood them.

Unit 10--It will be hard for you to find a place to live. Chances are you and the kids will be crowded into one or two rooms. Rooms cost a lot.

Unit 10 revised--It will be hard for you to find a decent place to live. Chances are you and the kids will be crowded. No one has much privacy, really. You may not have enough money to live in a decent place. Some cities are trying to make better housing.

Revisions here were based primarily on the homemakers' repeated use of the word "decent" and their statements that: "They're trying to make places for us to live." The homemakers also expressed the notion about persons perhaps not having enough money for a decent place. The sentence about privacy came from a homemaker.

Unit 19--In the city life is different. Sometimes it will be hard. It may be better than where you live now. Think about it before you move.

Unit 19 revised--In the city life is different. Sometimes it will be hard. It may be better than where you live now. It may not be better. Think about it before you move.

Some of the homemakers said: "Where I moved from was a better place than where I live now." A sentence was added to reflect this point.

Unit 20--A picture showed a station wagon pulling what could be a new, heavy-duty trailer neatly filled with boxes.

Unit 20 revised--The picture now shows a sedan pulling what looks like a homemade trailer piled not so neatly with furniture.

The homemakers did not discuss the picture at length. Primarily, they said the original picture "wasn't modern." It was felt here that the term "modern" applied to the car. Hence, a car more "modern" (and more sporty) was substituted for the station wagon. It was also felt that while re-doing the car, the picture could be improved by making the trailer load appear more realistic.

Unit 23--A picture showed high-rise apartments with laundry strung from window to window. Children are playing in a lot in the foreground.

Unit 23 revised--The picture now shows rows of single dwellings, more typical of North Carolina housing in poverty areas. Children are playing in the street.

Homemakers felt the original picture did not show the North Carolina situation. They were specific on the children playing in the street. Based on her own observations of housing for the poor in North Carolina, the Extension specialist suggested the more realistic single story houses.

Following are the four units which were so well-liked and comments from the homemakers about them:

Unit 2--If you make good, the city is better for you. Your children will have a chance. Your family may have a decent place to live. People will respect you.

Comments: "You can get respect even in the country if you command respect. You can make good anywhere."

Unit 5--Cities have laws. The law will punish you if you don't obey. It tells you where to put your trash. It may tell you to clean up the place where you live.

Comments: "Good. Real good. If we have law its for our protection. As long as we act like good citizens, the law is on our side. If we didn't have laws we couldn't live."

Unit 11--In the city, people you don't know live right next to you. You hear their fights. They hear yours. You may have to use the same bathroom.

Comments: "This is true too. The houses are too small for fights. You may have to stand in line to get a bath."

Unit 18--Keep your children in school. Make a place for them to study at home. See that your children have good food and plenty of sleep.

Comments: "You can't tell these teenagers nothing. After they get to be 15, 16, it's a problem."

In general, it appears that the units so well-liked were ones with which the homemakers agreed. They understood what was written and seemed to have experienced the situations just as they were described. Apparently, these units did reflect the life-view of the homemakers. The homemakers could identify with these messages.

Having discussed booklet markings from the first test day (and revisions resulting from those markings) it is appropriate to look at results of the second test day. From results of the second test day, we could determine the reliability of markings the first test day and also determine whether or not revision improved the booklet's acceptance by the homemakers. For purposes of presenting the comparisons of markings, the following terminology will be used: class one will refer to respondents having read the original publication, first test day; class two will refer to respondents having read the original publication, second test day; class three will refer to respondents having read the revised publication, second test day.

Comparing the markings of the 25 content units between classes one and two, it is found that with only four units did the per cent positive results differ between classes one and two by more than 30. And in only one of these four cases did the difference in per cent positive response differ more than 50. (Table 1, p. 16) It can be concluded that, generally, marks from classes one and two tended to be in agreement.

Comparing classes two and three, we can determine the extent to which revising the seven units affected responses given to those units by the homemakers. With four units (units 3, 8, 19, and 20) revision resulted in a higher percentage of positive responses from class three respondents than from class two. There was no change in attitude towards unit 9. This unit received the same strong positive response from classes two and three. Revision of units 10 and 23 did not result in more positive responses.

One final observation should be made and that is in regards to unit 12. This unit received strong positive reaction from class one--93 per cent positive responses. However, from classes two and three, the per cent positive responses dropped to 44 and 62, respectively. This was not a stable unit.

In summary, the results of the class three markings show that in 57 per cent of the units which had been revised, revision resulted in improved--more positive--response.

The Questionnaire

Results of the questionnaire were helpful in determining the extent to which the publication--both original and revised versions--succeeded and whether the revised was more successful than the original. The publication was designed for persons planning to move to the city. Is that the audience to whom the reader felt the publication was aimed? Did revision make a difference here? It was felt that the nature of the content would make the reader want to tell his neighbor about what he had read. Is this, in fact, how the reader felt about the publication? What did the reader like or dislike in the publication? Did likes and dislikes change with revision? Were the key points of the publication the same to writers as to readers? Was the attitude toward the revised publication significantly different from the attitude toward the original version?

For the first five questions of the questionnaire (Appendix C) it was felt that the most useful analysis would be simply to compare answers among the three classes.

Question one asked respondents to designate the intended audience for the publication. In class one, 90 per cent of the respondents marked that the publication would be interesting to people planning to come to the city. (Total number of respondents in class one was 21. Of the 21, 16 were homemakers and 5 aides.)

Through a misunderstanding on the first test day, the 5 aides answered the questionnaire along with the homemakers and in collecting answer sheets did not separate theirs from those of the homemakers. As is pointed out in later paragraphs, answers to questions did not differ significantly among classes. The belief of the researcher is that to have included aides answers with the homemakers answers in class one does not affect the reliability of class one answers.) In class two, 87 per cent, and in class three, 93 per cent of the respondents marked the same response. From these responses we can say that the publication--in either version--succeeded in making clear the audience for whom it was designed.

Question two asked if a person who had read the publication would discuss it with friends or neighbors. In class one all 21 respondents answered yes. In classes two and three, 93 per cent of the respondents answered yes. To the authors, the content of the publication seemed relevant and important--something of consequence--and therefore something about which a person would want to talk with his friends. Hopefully, readers of the publication would either tell others the information or urge others to read the publication themselves. From the responses to question 2, we can make some inferences. It would seem that both versions of the publication carried the same sense of relevance and importance to the reader. Apparently, the kinds of information presented came through as relevant regardless of the words used to discuss that information. On the other hand, it may be that respondents answered this question in the sense that the publication is not something they would not discuss. That is, reading of this information in the publication would not be the impetus for discussing the information. Furthermore, because respondents said they would discuss the information with friends or neighbors does not mean that they actually would.

Question three asked if there was anything in the booklet the respondent really liked and what it was. Eighty per cent of the respondents in class one, 82 per cent in class two, and 79 per cent in class three replied yes. Generally, the same kinds of things were liked by all three classes. In class one, jobs and training received 36 per cent of the mentions. Jobs amounted to 20 per cent of the class two responses and 16 per cent of class three responses. Keeping children in school received 14, 13, and 5 per cent of the responses in classes one, two, and three, respectively.

Keeping the city clean was mentioned most often in class three, totaling 32 per cent of all items listed. This item received 14 per cent of class one responses. It did not appear in class two. Obeying laws or police protection received the most mentions, 27 per cent, in class two. No class one respondents listed this item. Five per cent of the responses in class three listed obeying the laws. In the booklet, keeping the city clean was mentioned in connection with laws about where to put the trash. It may have been

Table II. Questionnaire Results[a]

Class 1	Class 2	Class 3	Questions
N=21	N=15	N=14	1. Who would be interested in the material you just read (check one):
5	0	7	people already living in the city
0	0	0	people who have lived in the city
90	82	93	people planning to come to the city
5	18	0	(no answer marked)
N=21	N=15	N=14	2. Do you think a person who had read this material would discuss it with his friends or neighbors?
100	93	93	yes
0	0	0	no
0	7	0	both marks
0	0	7	no answer
N=21	N=15	N=14	3. Was there anything in the booklet you really liked?
80	82	79	yes
0	0	21	no
20	18	0	no answer
N=22	N=15	N=19	What was it?
36	20	16	about jobs and training for jobs
23	0	32	keeping city clean
14	13	5	keeping children in school
14	0	0	some ways of city life
9	0	5	information on who to see and what to do
5	0	0	information about home extension service
0	27	5	obeying laws; police protection
0	20	11	information in booklet

Table II (continued)

Class 1	Class 2	Class 3	Questions
0	20	16	planning before moving: having a job, place to live, and knowing about city before moving
0	0	5	need playground for children
0	0	5	advantages of city
N=21	N=15	N=14	4. Was there anything in the booklet you really didn't like?
14	33	36	yes
38	47	28	no
48	20	36	no answer
N=8	N=12	N=11	What was it?
50	0	0	facts about the city--people, rent, housing, trash
38	0	0	impersonal nature of city
13	0	0	it didn't show some of disadvantages of staying in a small city
0	17	0	city is too crowded
0	17	18	not enough playing space for children
0	8	9	not enough jobs; jobs hard to get
0	8	0	everything was information and helpful to person who plans to be moved into the city
0	50	45	poor housing
0	0	18	facts about the slums
0	0	9	dirty city streets
N=22	N=16	N=17	5. Suppose you were telling a friend or neighbor about the things you just read. What are some of the main things you would say?
32	12	12	jobs--getting one, having one before going to the city, skill needed for job

Table II (continued)

Class 1	Class 2	Class 3	Questions
18	19	17	laws, keeping garbage picked up; keeping community clean
14	0	0	keep children in school
14	63	0	having adequate housing
9	0	0	impersonal nature of city
5	0	18	be sure about city life and the way things really are
5	0	0	be sure you want to move and be sure that's what the family wants
5	0	0	not enough playgrounds
0	6	6	be friendly
0	0	17	everything in the book so family is prepared for the move
0	0	12	read book before moving
0	0	6	advantages of getting ahead
0	0	6	costs of living in city
0	0	6	city is cleaner

[a]Responses are expressed as per cent of total.

that to some respondents "keeping the city clean" and "laws" were synonymous. If so, this might explain why obeying laws was not listed by respondents such as in class one, but keeping the city clean appeared there five times.

(For the Agricultural Extension Service, there is one interesting side note. Only one respondent from all three classes mentioned information about the Extension Service ("home extensional service") as something they liked--a relatively weak showing. Although it cannot be stated that the respondents were oblivious to the existence of the Extension Service, it is felt that had the respondents already had more of a notion about the name and functions of the Extension Service the Service would have been mentioned more than once by respondents.

It would seem that this particular question points to a specific public relations problem for the Agricultural Extension Service. It must be noted in this connection, however, that in listing what they liked about the booklet, 9 per cent of the responses in class one and 5 per cent in class three mentioned information on who to see and what to do. In class two, 20 per cent of the responses and in class three, 11 per cent were "information in booklet." These last responses present some hope that the reader might end up asking assistance from the Extension Service--certainly a desirable action.)

Question four asked if there was anything in the booklet the respondent really did not like and what it was. In class one, 14 per cent replied yes, 38 per cent, no; 48 per cent, no answer. In class two, 33 per cent said yes; 47 per cent, no; 20 per cent, no answer. In class three, 36 per cent said yes, 28 per cent, no; 36 per cent, no answer.

Housing was listed most often in each class as being what the reader really did not like about the booklet. Housing consisted of 50 per cent of the responses in classes one and two and 45 per cent of the responses in class three. Not enough or no space for children to play consisted of 17 per cent and 15 per cent of the responses in classes two and three, respectively. It did not appear in class one. The impersonal nature of the city consisted of 38 per cent of the responses in class one. Seventeen per cent of class two responses were that the city is too crowded. Eighteen per cent of class three responses were that the respondents didn't like the facts about the slums.

One respondent in class one (13 per cent of class one responses to this question) listed as what she didn't like that the booklet "didn't show some of disadvantages of staying in a small city."

In all classes, fewer respondents found things they didn't like about the booklet than they found things they did like. Summed across all classes, 40 responded yes to question three ("like") and 13 responded yes to question four ("dislike"). Perhaps the strong yes response to question three, versus the weaker yes response to question four, results from the notion as discussed in the review of literature that low and middle income individuals value the same thing. All homemakers would

want to have proper training for jobs; to keep their children in school; to keep the city clean. Perhaps these obviously positive statements would naturally draw a strong response in agreement. In question four, the strong response of poor housing suggests that this may be a chief problem of the poor.

There was some variation among classes in response to question five--if you were telling a friend or neighbor about the things you had read, what would you say?

In class one, jobs--getting one, having one before going to the city, skill needed for jobs--was mentioned most often. This item received 32 per cent of all responses to this question. In class two, 63 per cent of the responses had to do with housing. In class three, 17 per cent of the responses were that the respondent would mention everything in the book so the family is prepared for the move. Another 17 per cent of class three responses had to do with keeping the community clean. Keeping the community clean totaled 19 per cent of the responses in class two. Laws and keeping garbage picked up received 18 per cent of the responses in class one. Housing, mentioned specifically by 63 per cent of class two respondents, consisted of 14 per cent of the class one responses and none of class three responses.

Although there was variation in responses to this question, it would appear that in each class respondents "got the point" of the booklet. If in each class the respondents could remember and discuss with others just those items listed by their class, the publication of the booklet should be considered worthwhile.

Table III shows results of the rating scales in response to question six, ratings of the booklet. The booklet score for each respondent was figured in this manner: The five points of the rating scale were given a value from one to five. The most positive point had a value of one, the most negative, a value of 5.

The scores for each word pair were then summed to yield an overall score. Therefore, if the rating were performed correctly, the lowest score possible would be 7 and the highest 35. Table III shows the scores made on the rating scales by the respondents in each class. The mean score of all respondents in class one was 10.8. Mean score of all respondents in class two was 9.66. Mean score of all respondents in class three was 9.35.

Table III. Results of Rating Scales

Number of Respondents	Value Scores Summed																Mean Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Class 1	0	0	0	0	1	0	2	1	1	1	6	5	2	0	2	0	10.8
Class 2	0	0	0	0	0	1	3	1	3	3	2	0	0	0	1	1	9.66
Class 3	0	0	0	0	0	0	1	5	2	0	2	0	0	2	0	0	9.35

Two tests among the three classes were carried out. The first, between class one and two, tested the reliability of the initial booklet ratings. The second test, between the mean of classes one and two, and class three, tested effect of revision. The critical value of t for tests was 2.01 at the 5 per cent level. Computed value of t for the difference between classes one and two was 1.34. The t for classes one and two compared with class three was computed to be 1.21. Both t's were non-significant. The non-significance of the first test indicates that aides did not appreciably affect scores, and that the ratings are reliable. The absence of significance for the second comparison indicates there was no change in attitude toward the booklet as a result of revision.

Analysis and Discussion

Improvement of Booklet Through Pre-testing

In the Introduction it was hypothesized that low income Negro homemakers would be receptive to a factual information-giving mass media message if they could identify with it, that is, if it reflects their view of life. While testing this hypothesis it was also possible to look at two related points: could a short booklet be improved through pre-test with the assistance of the intended audience--in this case, low income Negro homemakers--and is the pre-test procedure used in this study feasible with low income homemakers.

The design of the study and analyses of data are presented in the previous sections. Briefly, a booklet of the North Carolina Agricultural Extension Service was written for low income Negro homemakers. On the first test day, a group of homemakers read the booklet, did a marking procedure, and then discussed various sections of the booklet. This group is referred to as class one. The homemakers also answered a questionnaire about what they had read. On a second test day, revised and original booklets were read and marked by two other groups of homemakers. These second two groups of homemakers also answered the same questionnaire administered to the homemakers the first test day. Homemakers having read the original booklet on the second test day are referred to as class two. Homemakers having read the revised booklet are referred to as class three.

Analyses included simple tabulation and comparison of booklet markings by each class of respondents; tabulation and comparison of answers by each class of respondents to questions one through five of the questionnaire; t-test of results of question six (a simplified semantic differential) of the questionnaire.

The comparison of booklet markings among the three classes showed that, in general, classes one and two were in agreement. With only four units did the per cent positive results differ between classes one and two by more than 30. And in only one of these four cases did the difference in per cent positive response differ more than 50. Comparing class three responses with class two, it was found that 57 per cent of the units which had been revised received stronger positive responses than their original versions. In two instances revised portions were more disliked than the original. And in one case, revised and original class one versions were equally well-liked.

One content unit was not stable, receiving 92, 11, and 42 per cent positive responses from classes one, two, and three, respectively. But perhaps the most interesting result of the marking procedure was that both versions were well-liked. For the most part in the booklet marking procedure, plusses outweighed minusses, resulting in a generally positive reaction to the booklet in the marking procedure. That the

booklet was generally well-liked by the respondents is corroborated by the high scores on the semantic differential portion of the attitude questionnaire. These results tend to suggest that the booklet in its original form did for the most part reflect the life-view of the homemaker. It can be suggested that she liked it, therefore felt it fair and responded favorably to the messages in it.

For writers of material for low income families, this result is encouraging. It may be that through insightful writing, editing, and illustration Extension specialists could produce material that would be acceptable to low income Negro homemakers without going through the extra time and expense of pre-testing each new publication or other written mass communication message designed for this audience.

The publication studied in this report received favorable responses from members of the audience to whom it was directed. Revising the publication to make it more nearly reflect the reader's life-view did not significantly affect the attitude toward the publication.

Can a short bulletin be improved through pre-test with the assistance of the intended audience--in this case low income Negro homemakers? Some improvements in specific content units were noted in this study. However, over-all attitude towards the booklet did not improve as a result of this pre-test. That the attitude did not improve may have been because the publication so nearly reflected the life-view in its original form that there really were no meaningful improvements left to be made.

Is the procedure used in this study feasible with low income homemakers? It is felt that the homemakers could understand and carry out the marking procedure. They also were able to verbalize their feelings about the booklet during the reinstatement period. It is felt that the discussion period may have been more productive had the aides been more aware of the necessity for allowing all homemakers to participate who wished and not letting the discussion be dominated by a few individuals. Also, with each reinstatement, aides became a little less specific about what they wanted discussed saying "what do you think of this" rather than following the wording of the instructions (Appendix C).

But even with these slight drawbacks, it is felt that the discussion proved to be a most useful part of the procedure. This gave the researcher a knowledge of word patterns, vocabulary, and sentence structure. This information would be useful not only for the immediate publication but for other materials directed to this audience. And despite the fact that aides may not have been as precise as the researcher about generating discussion on the reinstated units, it is felt that it would have been impossible for the researcher to have succeeded in bringing about any responses to the reinstated units.

The questionnaire was not useful in revising the booklet. However, it helped researchers to ascertain other relevant information about their audiences.

From the questionnaire results, it is apparent that both writer and reader agreed on the audience to whom the booklet--in both original and revised versions--was directed. Respondents in all three classes indicated that persons who had read the publication would discuss it with others. This would be a hopeful sign for the writers, who would desire the widest possible dissemination of the information. In responses to questions about their likes and dislikes about the booklet, the homemakers may have responded to real life situations rather than to statements in the booklet. For instance, jobs and training for jobs and keeping children in school were among the likes mentioned. Dislikes included poor housing and impersonal nature of the city. All of us would be for the "likes" and against the "dislikes." However, from these responses we cannot tell the readers' feelings about the fairness or unfairness of the statements in the booklet about these issues.

The answers to questions three and four are relevant for more than the publication. They provide profiles of homemaker likes and dislikes and as such could provide bases for further investigation concerning programs and services to meet the homemakers' needs.

Response to the semantic differential, question six, showed that attitudes toward both revised and original versions were highly favorable and not significantly different. The semantic differential may be too sophisticated a measure

of attitude for this audience. It is quite possible that although homemakers did the rating technique correctly, their markings did not accurately reflect their views. The homemakers may be able to mark that they do or don't like something. But it may be more difficult to know and then to mark the degree to which that feeling is held. Or, the homemakers may want to please and so mark more positive responses.

Suggestions for Further Research

This study suggests further areas of research. All respondents were Negro. It may be worthwhile to replicate the study with low income whites. There may be differences between blacks and whites in word choices and word patterns and these differences may be relevant to comprehension and attitude.

The respondents were participants in the service and activities of the Experiment in Self-Reliance. These respondents may be different from other low income Negro homemakers who do not participate in ESR programs. Differences may lie in motivation, attitude, life-view. A replication of the study with other low income Negro homemakers who are not already participating in self-help and other programs may be helpful in determining what, if any, differences there are among Negroes with these dissimilar orientations.

The most crucial question for future research would be: what is the best way with which to communicate home economics information to low income Negro homemakers? In studying this question it may well be discovered that a publication is not effective in changing attitudes. Possibly, mass communications of any type would prove less successful than personal communication on a one to one basis or in a group setting.

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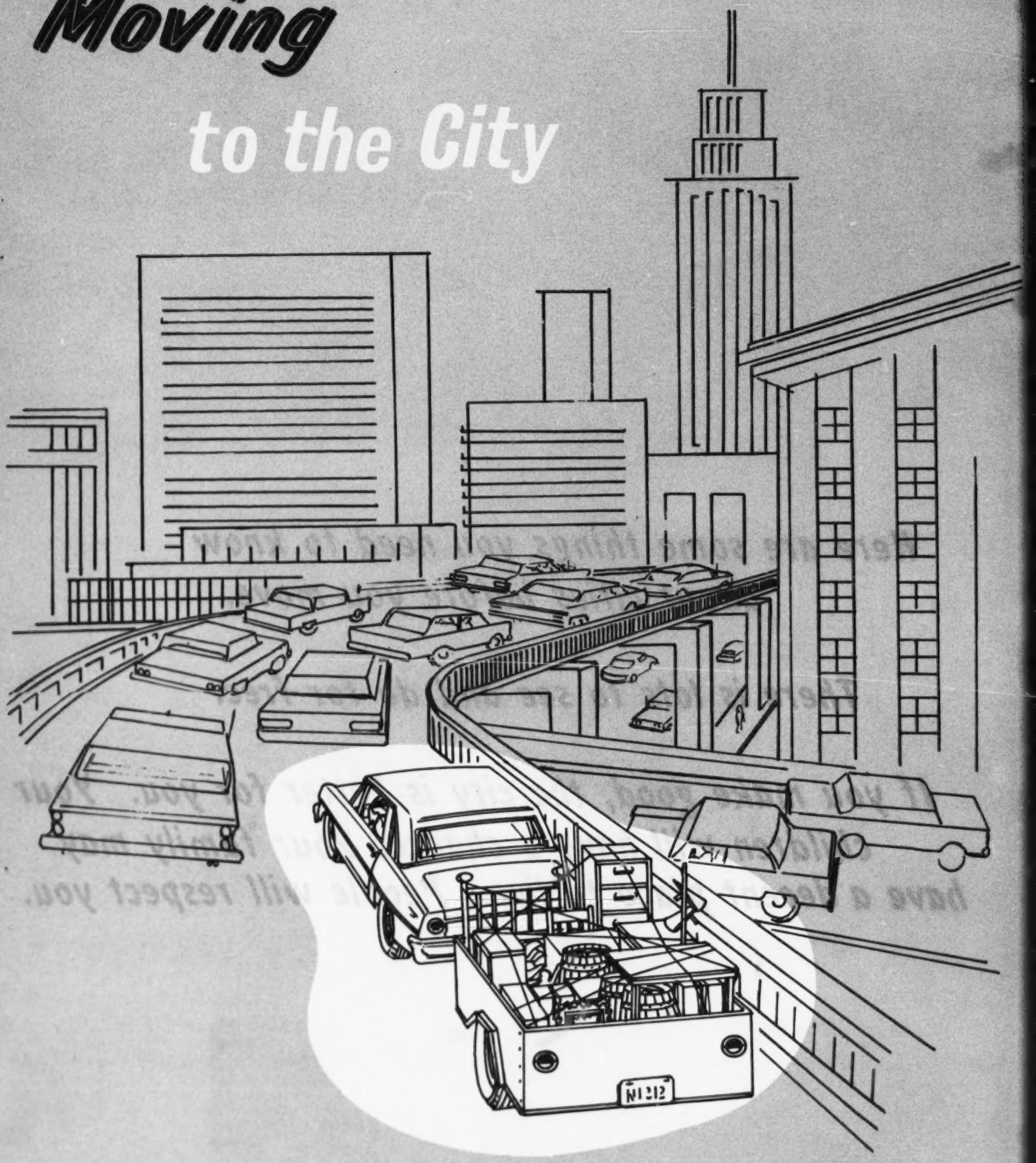
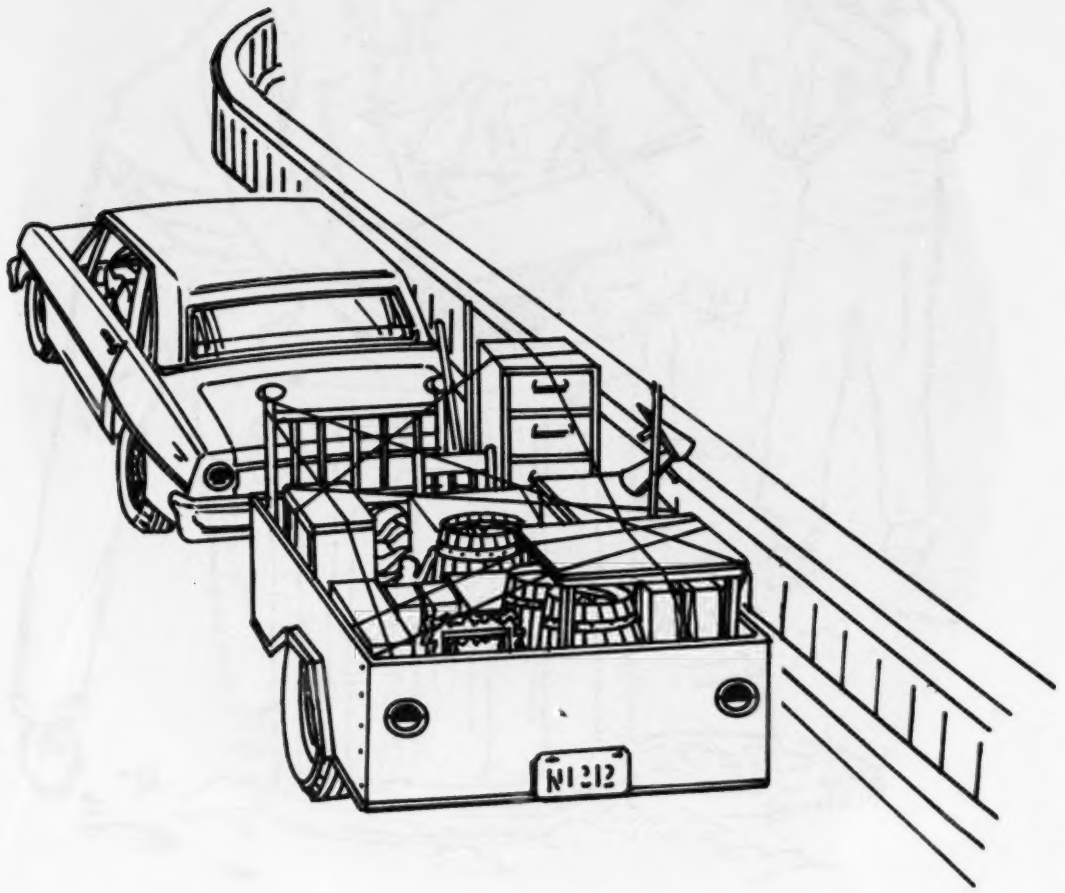
Moving to the City



Here are some things you need to know about cities before you move.

There is lots to see and do for free.

If you make good, the city is better for you. Your children will have a chance. Your family may have a decent place to live. People will respect you.



But, big cities are crowded. Streets are full of people. So are stores and busses. People may not notice you.

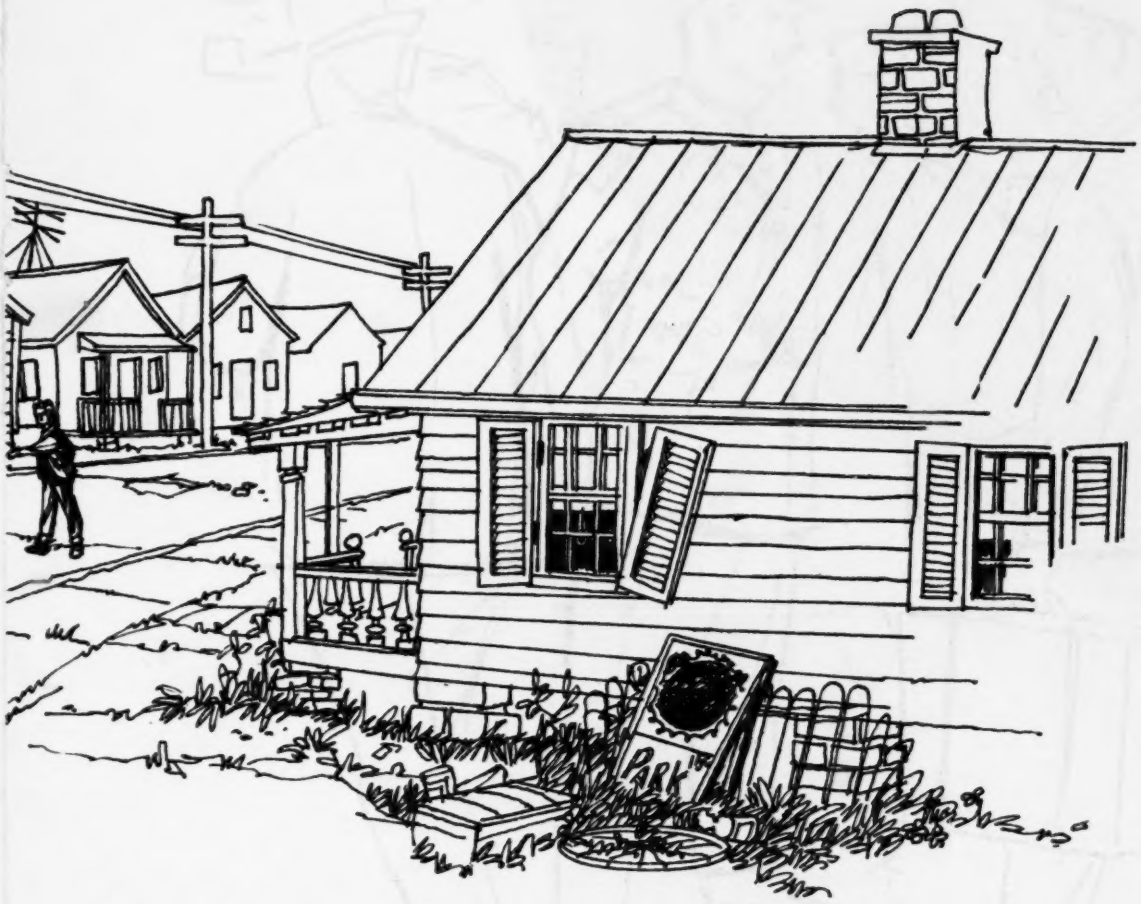
People in the city are in a hurry. They won't know you need help if you don't ask them.

Cities have laws. The law will punish you if you don't obey. It tells you where to put your trash. It may tell you to clean up the place where you live.

You may see more crime in the city than at home. You can't leave anything lying around. It may be stolen.

Things cost more in the city.
You need money. You need a job to get money.
Jobs are hard to find. Sometimes there are not enough jobs to go around. People may think you are not qualified for a job you want. For a good job you need training. These jobs pay more.
A high school diploma helps you get a better job.

It will be hard for you to find a decent place to live. Chances are you and the kids will be crowded. No one has much privacy, really. You may not have enough money to live in a decent place. Some cities are trying to make better housing.



In the city, people you don't know live right next to you. You hear their fights. They hear yours. You may have to use the same bathroom

Sometimes the whole neighborhood is dirty.

There are not enough playgrounds for children. Playgrounds may be far away. You won't have woods to walk in.

What can you do?

- ***Make sure you want to move***
- ***Have a steady job***

· Find a place to live in the city before you move your family.

· After you move, find out where you can get help close by. Call your Extension agent. Ask the telephone operator to help you find the number.

· Keep your children in school. Make a place for them to study at home. See that your children have good food and plenty of sleep.

In the city life is different. Sometimes it will be hard. It may be better than where you live now. It may not be better. Think about it before you move.

Prepared by Extension Family Relations Department

Published by

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

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APPENDIX B

INSTRUCTIONS FOR MARKING BOOKLET

Today, we want you to help us do an experiment. We want to know what you think of a booklet. And we want you to tell us whether or not you think it is a good booklet and why.

The booklet is about moving to the city. Since you already live in the city we think you can help us tell if this booklet would help other people who don't live in the city now but are thinking about coming to the city.

We are going to give each of you a copy of the booklet. We want you to make some marks in it to show the things you like and the things you don't like. After you have finished reading the booklet we want you to answer some questions about the booklet so we'll know what you think of it.

Some parts of the booklet may sound fair to you. Other parts may sound unfair. Some things may sound true, other things untrue.

We want to know your first feelings about the things you read and the pictures you see. Once you make a mark, you don't need to change it. This isn't a test. We just want to know how you feel about what you read and the pictures you see.

Now here is what we would like you to do. Read the booklet. As you read, mark in the right space opposite what you like and what you don't like. If you like something, put a plus mark in the right-hand space opposite what you liked. If you don't like something, put a minus mark in the space right opposite what you don't like. Put your marks in the right hand space opposite the things you like and don't like.

A plus mark may mean that you think what you are reading is interesting, fair, honest, true, or helpful. A plus mark may mean any or all of these things.

A minus mark may mean you think what you are reading is not interesting, is unfair, untrue, or not helpful. A minus mark may mean any or all of these things.

Don't be afraid to make minus marks. That won't make us feel bad. You may help us see how the booklet could be better than it is.

Maybe the booklet says bus fares are high. None of us like high bus fares, but you wouldn't put a minus mark just because of that. But if you thought the statement about high bus fares wasn't fair or true or helpful, you would put a minus mark.

Be sure to mark the pictures, too. If you like a picture, put a plus mark by it. If you don't like a picture, put a minus mark by it. If you don't feel either way about a picture, you don't have to put a mark at all.

You can make as many plus and minus marks as you want. You don't have to have a mark by every line you read or by every picture.

Are there any questions?

(Homemakers do marking)

Now tear off the tab on the front of the book and keep it. You will need it later. Now we'll collect the booklets.

Now we want you to fill out a short questionnaire about the booklet you just read. Just answer the questions.

Thank you.

APPENDIX C

INSTRUCTIONS FOR REINSTATEMENT

We now want to give back the booklets you marked earlier. We'll call out the numbers of the booklets. You can tell your booklet by the number on the tab you kept.

We would like to know better why you marked the booklets the way you did. On this screen we're going to project some of the printed words and some of the pictures from the booklet. We have put a number by each picture and each group of sentences we will show you on the screen.

Let's begin. Turn to the first part of the booklet. Find this part that you see on the screen. Did you put a plus, a minus, both marks or no mark by this part?

Now, if you did make a mark, tell us what kind of reaction it was. How did you like or dislike it? (Discussion)

What was it you reacted to? A word, a phrase, a sentence, an idea? (Discussion) (For picture say: "Were you reacting to some part of the picture or the whole picture?")

Now, whether you put a mark or not, tell us in general how you feel about this section of the booklet. (Discussion)

Now turn to this part of the booklet.

(Mrs. Little, Mrs. Davis to repeat three discussion questions above for each section we put on screen.)

That's all. Thank you for your help.

APPENDIX D

QUESTIONNAIRE

1. Who would be interested in the material you just read (check one):

   _____people already living in the city
   _____people who have lived in the city a short time
   _____people planning to come to the city

2. Do you think a person who had read this material would discuss it with his friends or neighbors? _____yes _____no

3. Was there anything in the booklet you really liked?_____
   What was it? _____
   _____

4. Was there anything in the booklet you really didn't like? _____
   What was it? _____
   _____

5. Suppose you were telling a friend or neighbor about the things you just read. What are some of the main things you would say? _____
   _____

6. We'd like you to rate the booklet on some rating scales. Below are 7 of these scales. On each scale put a check mark in one of the five places. Put the mark in the place that best shows how you feel about the booklet. When you have finished you should have only 7 check marks.

	Highly	Somewhat	Don't Know	Somewhat	Highly	
Interesting						Uninteresting
Easy to read						Hard to read
Valuable						Worthless
Pleasant						Unpleasant
Fair						Unfair
Honest						Dishonest
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